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ABSTRACT

Strategies for implementing instructional improvement programs must consider institutional characteristics, needs assessment, program and organizational objectives, and the characteristics of the instructional improvement program. Checklists, tables, and matrices are presented to illustrate the cyclical nature of the process of program development and implementation and to help organize an implementation approach. The first factor to be considered in the instructional improvement program development cycle is a set of 13 institutional characteristics that are relevant to needs assessment, goals, program and organizational objectives, and instructional improvement program characteristics. A needs assessment matrix includes the needs of faculty, students, administrators, the governing board, and other interests, and the matrix suggests four different types of needs that should be investigated. Three distinct stages of implementing program improvements are program adoption, program implementation, and program involvement. A program evaluation should be considered an integral component of the effort. The following three additional planning models are presented to aid in selecting an appropriate planning technique: interactive planning, financial productivity, and dual needs assessment. (SW)

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STRATEGIES FOR IMPLEMENTING INSTRUCTIONAL IMPROVEMENT PROGRAMS

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STRATEGIES FOR IMPLEMENTING INSTRUCTIONAL IMPROVEMENT PROGRAMS

Introduction

"How do we go about implementing a successful instructional improvement program?"

"We'd like to inaugurate a student appraisal of instruction system . . . what do we do first?"

"Several of our faculty have suggested they would like to launch a teaching improvement . . . program; how do we begin?"

Administrators, faculty,and, yes, even students, have, in increasing numbers, been raising these similar questions with a greater sense of urgency in recent months.

As we engage in conversations with ever-growing numbers of institutions interested in launching instructional improvement programs, we at the Center usually find ourselves in the position of responding to these and similar questions . . . with questions of our own! This paper represents an effort to articulate those factors which impinge upon the selection of appropriate implementation strategies, and to organize those factors into an instructional improvement program development cycle.

The Instructional Improvement Program Development Cycle

The selection of appropriate implementation strategies is dictated largely by the characteristics of the instructional improvement program to be implemented. The goals and the program and organizational objectives are the chief determinants of the characteristics of the instructional improvement program to be implemented. A careful assessment of needs will govern the selection of the goals and the program and organizational objectives, and will also be an influence upon the characteristics of the instructional improvement program. Major institutional characteristics will be reflected in both the needs assessment and in the characteristics of the instructional improvement program itself. In addition, these institutional characteristics will interact with the goals and the program and organizational objectives.

All of these factors -- the institutional characteristics, the needs assessment, the goals and the program and organizational objectives, and the characteristics of the instructional improvement program -- will have an influence upon the selection of appropriate implementation strategies.

Implementation strategies will be selected which, it is hoped, will result in program implementation intended to improve instruction as measured by program evaluation. This program evaluation will feed back and impact upon the goals and the program and organizational objectives, and must be interpreted in the context of the institutional characteristics.

This paper considers the selection of appropriate implementation strategies for instructional improvement programs in the context of the factors illustrated in the Instructional Improvement Program Development Cycle which follows. Brief checklists are provided for several of the factors to assist you in the planning of an appropriate implementation strategy for your campus.

The key assumption of this paper is that the selection of appropriate implementation strategies is primarily a function of the major characteristics of the instructional improvement program to be implemented. Once the characteristics of the program to be implemented have been determined, then the appropriate implementation strategies can be identified.

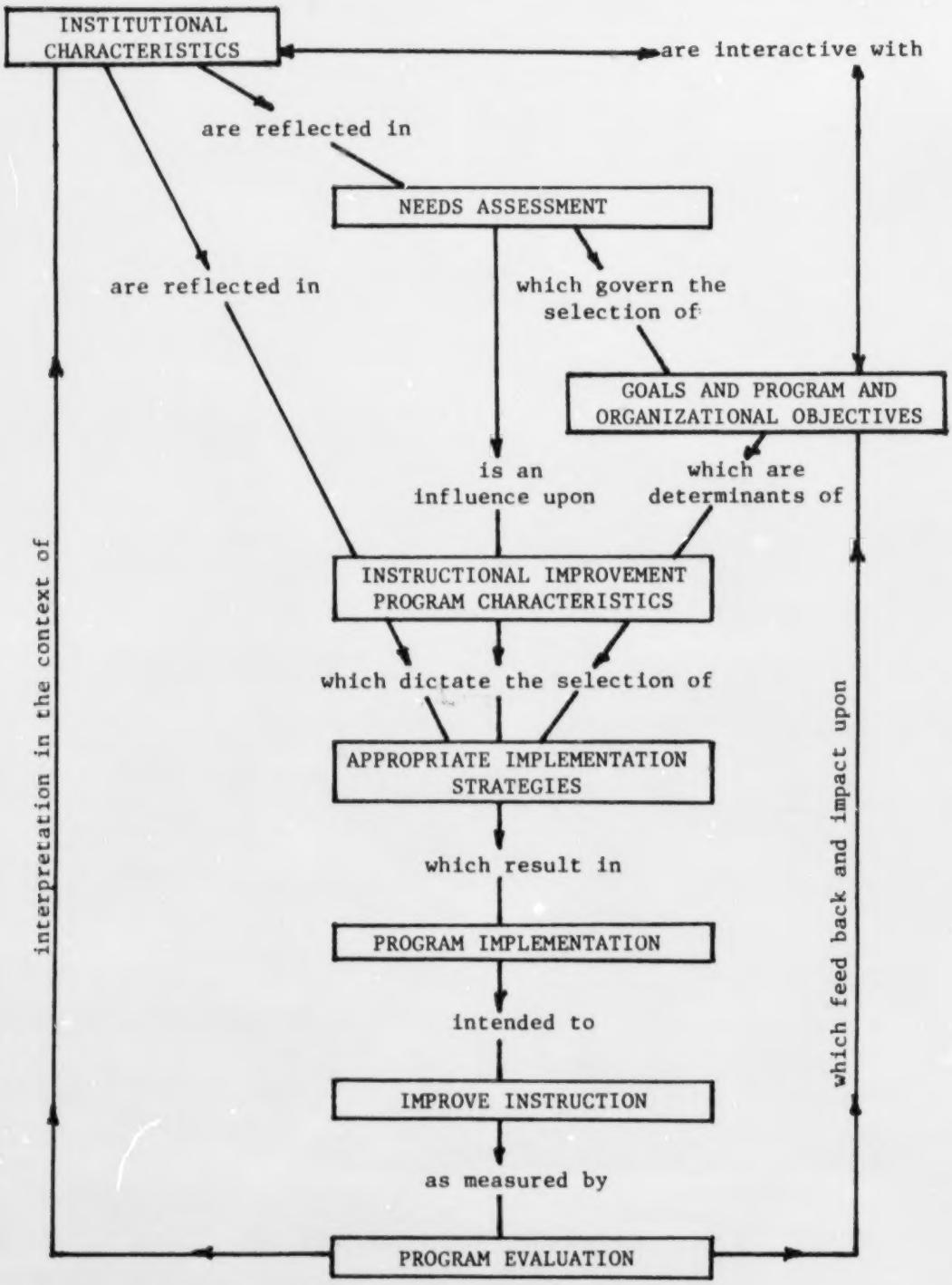
Institutional Characteristics

The first factor to be considered in the instructional improvement program development cycle is the thirteen institutional characteristics which are relevant to needs assessment, goals, program and organizational objectives, and instructional improvement program characteristics.

The Institutional Characteristics Checklist which follows identifies the thirteen institutional characteristics, briefly describes each one, and provides an opportunity for you to note the descriptive characteristics of your institution. These characteristics are the ones which are likely to have the greatest impact upon your needs assessment, your goals and your program and organizational objectives, and the characteristics of your instructional improvement program.

INSTRUCTIONAL IMPROVEMENT

PROGRAM DEVELOPMENT CYCLE



INSTITUTIONAL CHARACTERISTICS CHECKLIST

Characteristic	Description	Notes
1. Current Size:	Full-Time Students: Part-Time Students: Total: Full-Time Faculty: Part-Time Faculty: Total: Administrators: Staff: Total:	
2. Enrollment Projections: (FTE Figures)	Current Year: Next Year: The Following Year: Trend (growth, stability, decline):	
3. Student Characteristics	Sex, Age: Ability (SAT/h.s. rank): Aspirations: % Residential % Commuter Projected Changes:	
4. Mission:	Areas of Emphasis: % Teaching: % Research: % Service: % Other: Brief Description:	
5. Curriculum:	Organization (semester, quarter, 4-1-4, etc.): Style (traditional, innovative): Degrees granted: Areas (engineering, arts & sciences, home economics, vocational training):	
6. Faculty Characteristics:	Number of Ph.D.'s: Level of Morale: Orientation (institution vs. discipline): Tenure Level (%): Current Year: Next Year: The Following Year: Rate of Change:	

Characteristic	Description	Notes
7. Organization:	By College, Dept., etc.: Number of Basic Units (departments):	
8. Communications:	Modes (meetings, memos, minutes, newspapers, etc.): Intensity (high-low): Effectiveness (high-low):	
9. Faculty/Administration Relationship:	Descriptive (cooperative, collaborative, union/management, laissez-faire, family, etc.):	
10. Administrative Characteristics:	Descriptive (paternal, collaborative, business management, statesman, etc.):	
11. Control:	Public: State/Municipal: Private: Affiliations:	
12. Institutional/Governing Board Relationships	Descriptive (supportive, controlling, laissez-faire; etc.): Degree of Involvement (high-low):	
13. Budget Projections (Institutional):	Current Year: Next Year: The Following Year: Trend (growth, stability, decline): Current Deficit: Current Endowment: % Grants and Contracts:	

The information asked for on the Institutional Characteristics Checklist will establish the parameters within which the needs assessment can occur and the goals and the program and organizational objectives can be established. Collecting the information specified and agreeing upon the descriptions requested on the checklist will provide the individuals most closely associated with the design and implementation of the instructional improvement program with a common basis of information and understanding about the institution. This will be particularly useful as more and more faculty are involved in the process, as outside consultants are utilized, and as new staff are recruited and hired for the program.

Having this information will also enable those involved to avoid adopting components of programs from other institutions which are inappropriate.

The primary task is to identify the kinds of students being taught by the faculty at the institution, to ascertain how important teaching is to the faculty, and to describe the campus climate in which the program is to be implemented. This information will be useful in interpreting the assessment of needs which must be conducted.

Needs Assessment

Before the goals and program and organizational objectives can be established, a needs assessment must be conducted. Often, however, only the needs of the target group (in this case, the faculty) are assessed. The Needs Assessment Matrix which follows suggests looking at the needs of faculty, students, administrators, the governing boad, and other interests. In some instances the needs will be complementary; in other instances they may be in conflict.

The Needs Assessment Matrix also suggests that there are four different types of needs which should be investigated. Expressed needs reflect what each group is currently requesting. These may be at a very low level or at a very high level depending upon a variety of factors at the institution. Perceived needs reflect the attitudes of others toward a particular group. Faculty are accustomed to basing their curriculum decisions upon what they think students need; and they are often surprised to learn that students have opinions about faculty needs as well.

Elicited needs reflect those responses which are prompted by open-ended questions addressed to each group. Faculty often respond differently when asked to reflect upon their needs. Stimulated needs reflect responses to suggestions of services and programs and should be interpreted in terms of institutional priorities and importance.

NEEDS ASSESSMENT MATRIX

What Needs?	Whose Needs?				
	Faculty	Students	Administrators	Governing Board	Other Interests
Expressed Needs[1]					
Perceived Needs[2]					
Elicited Needs[3]					
Stimulated Needs[4]					
Summary[5]					

[1]Expressed Needs
What is this particular group requesting now?

[2]Perceived Needs
What do others perceive the needs of this group to be?

[3]Elicited Needs
If asked in an open-ended manner, what needs does this group articulate?

[4]Stimulated Needs
If offered a range of services and programs, how does this group respond in terms of priorities and importance?

[5]Summary
A synthesis of the re-occurring items, interpreted in the context of institutional characteristics.

NEEDS ASSESSMENT CHECKLIST

Characteristic	Description	Notes
1. What needs? Whose needs are they?	What are the summary needs identified by each group on the Needs Assessment Matrix?	
2. When are the needs most keenly felt?	Describe when, in the academic year, each group articulates its needs.	
3. Where are the needs most obvious?	Identify in which departments the needs are most obvious.	
4. Why are the needs being articulated?	Identify the causal factors prompting the needs to be articulated by each group.	
5. How are the needs being articulated?	Describe how each group is articulating its needs (directly and/or indirectly).	

A summary of the needs for each group should be a synthesis of the recurring items, interpreted in the context of appropriate institutional characteristics and priorities.

The information contained in the completed Needs Assessment Matrix will respond to the first item on the Needs Assessment Checklist.

The Needs Assessment Checklist poses questions in five major areas to help you interpret the summary needs in their proper context. Responses to the Needs Assessment Checklist should help you begin to identify appropriate goals, program and organizational objectives, and the major characteristics of the instructional improvement program for your institution.

Goals and Program and Organizational Objectives

Once the institutional characteristics have been determined and the needs assessment conducted, you are ready to begin to develop the goals and the program and organizational objectives for your instructional improvement program.

The goals of the instructional improvement program are, in general terms, what can be expected to be accomplished by establishing the program. The program and organizational objectives indicate more specifically the strategies which are adopted to achieve the goals.

Program objectives are those objectives which are outcome-oriented . . . that is, they refer to the impact of the program on the faculty and other affected groups. Organizational objectives are those objectives which are method oriented . . . that is, they broadly refer to the strategies or methods to be employed in accomplishing the program objectives.

It should be noted that the establishment of goals and of program and organizational objectives is interrelated with the identification of the characteristics of the instructional improvement program itself. The following goal, program objectives, and organizational objectives are presented as illustrative of those which you might adopt for your instructional improvement program.

GOAL

To enhance and elevate the quality of instruction at the institution.

PROGRAM OBJECTIVES

To enable faculty to:

1) experiment with new modes of instruction

2) request and receive assessment of feedback on teaching performance

3) request and receive consultation regarding instructional improvement

4) request and receive instructional support services

5) gain access to currently available teaching improvement materials

6) travel to professional meetings for purposes of improving instruction

To enable students to:

1) select courses based upon student assessment data

2) recognize outstanding instructors for their teaching accomplishments

ORGANIZATIONAL OBJECTIVES

The Center for Teaching Improvement will be created to:

1) provide services to all faculty who request assistance

2) provide individual consultation

3) conduct seminars and workshops

4) develop an instructional improvement library

5) provide a system for student appraisal of instruction

6) conduct research on instructional effectiveness

7) establish a student-faculty committee to recognize outstanding teaching

This goal and these program and organizational objectives are merely illustrative. In the development of your goals and your program and organizational objectives, you will want to give consideration to possible characteristics of your instructional improvement program in the context of both your needs assessment and the characteristics of your institution.

Instructional Improvement Program Characteristics

The selection of appropriate implementation strategies is primarily a function of the major characteristics of the instructional improvement program to be implemented. The twenty-seven characteristics identified on the following Instructional Improvement Program Characteristcs Checklist cross a number of dimensions.

It is unlikely that the identification of the characteristics of your institutional improvement program will be arrived at quickly, easily, or with any great degree of finality . . . at least initially! The checklist is designed to provide a context for the deliberations of the planning group most closely associated with the development of the instructional improvement program.

The checklist can be used in at least three ways. First, it can be used by the members of the planning group to identify areas of agreement and disagreement. Often, untested assumptions result in members of the planning group working at cross purposes.

Second, the checklist can serve as the outline for information to be communicated to prospective faculty participants in the program. By sharing the information identified on the checklist, you will be able to respond to most questions raised by faculty concerning the program and, hopefully, positively influence their interest in participation.

Third, the completed checklist can serve as one component of program evaluation; as one of the yardsticks against which program development and evolution can be measured.

Remember that since the instructional improvement program will be a dynamic process in its early stages of evolution, the arrival at "final answers" to the issues raised on the checklist is unlikely. The objective is to achieve a dynamic tension between the goals and the program and organizational objectives and the characteristics of the instructional improvement program which is reflected in a degree of stability characterized by measured change and common agreement on the description of the program at any given point in time.

Once agreement has been reached on the characteristics of the instructional improvement program, attention can then be turned to the selection of appropriate implementation strategies.

INSTRUCTIONAL IMPROVEMENT PROGRAM
CHARACTERISTICS CHECKLIST

Characteristic	Description	Notes
1. Philosophy	Is the program intended to do things . . . for people? to people? with people?	
2. Context	Identify all past and current instructional improvement activities, opportunities, and sources of resistance.	
3. Rewards	How is effective teaching rewarded? Salary: Rank: Other factors:	
4. Relationships	What will be the relationship between the instructional improvement program and personnel decisions (e.g., student evaluation of instruction)?	
5. Ownership	Whose project will it be? Faculty: Administration: Students: Consortium: Joint:	
6. Accountability	Where will the program be located in the institution's organizational chart? To whom will the program be accountable?	
7. Integration	How will the program be integrated into the institution's structure?	
8. Clientele	Who will be the clientele? Teaching Assistants: New Faculty: Un-Tenured Faculty: Tenured Faculty: Students: Others:	

Characteristic	Description	Notes
9. User Motivation	Will participation be voluntary or mandatory? For whom? Will referrals be made? What pressures exist for and against participation?	
10. Posture	Will the program be pro-active or reactive; primarily initiatory or reactive?	
11. Approach	Will the emphasis be on direct approaches (e.g., conducting a workshop) or on indirect approaches (e.g., improving library book ordering procedures)?	
12. Focus	Will the program be designed to work with few or many individuals?	
13. Orientation	Will the program be curric-ulum centered or individual course oriented?	
14. Strategy	What will be the emphasis on: Individuals? Groups? Organization Development?	
15. Profile	Will the program seek to maintain a high degree of visibility or a low profile?	
16. Soruces of Data	What will be the sources of data? Student Appraisal of Instruction; Video-Tape: Trained Observers: Self-Report: Peer Visitation: Micro-Teaching: Other:	

Characteristic	Description	Notes
17. Skills	What skills will be taught? Lecture: Small Group Discussion: Exam Preparation: Specific Modalities: Involving Students: Communicating Content and Purpose: Creating Enthusiasm: Other:	
18. Resources	What resources will be provided? Consultation: Money (mini-grants): Release Time: Teaching Materials (e.g., audio-visual technical support): Other:	
19. Evaluation	How will the program be evaluated?	
20. Research	Will extensive research on teaching be undertaken?	
21. External Support	What will be the nature and extent of external consultation and support?	
22. Consortium Relationship	What will be the scope and nature of possible consortia relationships?	
23. Funding	What will be the sources of funding and amounts? Institutional: Administrative: Faculty: Students: External: Federal Govenment: State Government: Foundations: Other:	

Characteristic	Description	Notes
24. Budget	Current Year Personnel: Operations: Equipment: Overhead: Total: Next Year Personnel: Operations: Equipment: Overhead: Total:	
25. Staff	Current Size Full-Time Professional: Part-Time Professional (include release time): Full-Time Clerical: Part-Time Clerical (include borrowed/ contributed): Anticipated changes for next year:	
26. Duration	How long is the program intended to function? Does it have a projected termination date?	
27. Operations	Will the project operate nine months or twelve months a year?	

Selecting Implementation Strategies

Implementation of an instructional improvement program actually involves three distinct stages: program adoption, program implementation, and program involvement.

Program adoption, the first of these three stages, means securing and sustaining a psychological commitment on the part of all involved to the development and implementation of the instructional improvement program. Program adoption involves four distinct phases:

1) creating awareness

2) stimulating involvement

3) obtaining commitment

4) prompting action

To create awareness, three steps must be accomplished:

1) you must stimulate interest in instructional improvement, and you must identify relevant institutional needs

2) you must provide information concerning instructional improvement, complete with descriptions of program components and illustrative model programs

3) you must provide an opportunity for sharing feelings and opinions concerning instructional improvement

Outcomes/Activities Table I: Creating Awareness summarizes the desired outcomes for each of these three steps and identifies possible activities which can be undertaken to achieve the desired outcomes. Selection of appropriate activities to create awareness on your campus will be a function of the characteristics of your instructional improvement program.

To stimulate involvement, three steps must be accomplished:

1) the faculty, as well as others who will be affected by the program, must assess their professional needs relating to instructional improvement

2) those affected by the program must have an opportunity to match their needs to the proposed program activities and services to be offered

3) those most closely related with the implementation of the instructional improvement program must seek the help, contributions, and involvement of the faculty and others who will be affected by the program.

OUTCOMES/ACTIVITIES TABLE I

Creating Awareness

	Stimulate Interest - Identify Institutional Needs	Provide Information/ Description/Models	Share Feelings and Opinions
Desired Outcomes	Faculty will become interested in instructional improvement; will identify institutional needs which could be met by the instructional improvement program.	Faculty will learn about instructional improvement - will be able to describe various instructional improvement program components and articulate preferences for various models.	Faculty will learn how others feel about their role as teacher . . . and why others feel positively about teaching and are eager to improve.
Possible Activities	*Small group discussions *Open-ended question surveys *Presentation about another institution's program	*Circulate written descriptions, articles, papers *Presentations by representatives from other programs *Visit other campuses	*Small group discussions led by peer advocates *Panel discussion/presentations involving faculty *Articles written and circulated to faculty by peer advocates

Outcomes/Activities Table II: Stimulating Involvement summarizes the desired outcomes for each of these three steps and identifies possible activities which can be undertaken to achieve the desired outcomes. The selection of appropriate outcomes to stimulate involvement on your campus will be a function of the characteristics of the instructional improvement program to be implemented.

To obtain a commitment to the instructional improvement program, four steps must be accomplished:

1) the faculty, administrators, and others who will be affected by the program must have an opportunity to evaluate their professional and the institutional needs and priorities as they relate to the proposed instructional improvement program.

2) the faculty, administrators, and others affected by the program (or their designated representatives) must have an opportunity to complete a cost-benefit analysis of the proposed instructional program

3) the faculty, administrators, and others affected by the program must have an opportunity to articulate their attitudes, feelings, and opinions concerning the proposed program

4) those most closely associated with the instructional improvement program must respond to both the supportive statements made concerning the proposed effort, as well as address the resistances which surface.

Outcomes/Activities Table III: Obtaining Commitment summarizes the desired outcomes for each of these four steps and identifies possible activities which can be undertaken to achieve the desired outcomes. The selection of appropriate activities to obtain a commitment to the proposed instructional improvement program on your campus will be a function of the characteristics of the proposed program.

To prompt action, five steps must be accomplished:

1) those most closely associated with the program must articulate the specific decisions to be made and activities to be undertaken

2) those involved with the project must clearly spell out the timetable for implementing the proposed program

3) those most closely involved with the program must ask faculty, adminstrators, and others who would be affected by the program for a decision to implement the instructional improvement program

OUTCOMES/ACTIVITIES TABLE II

Stimulating Involvement

	Assess Professional Needs	Match Needs to Proposed Program Services	Seek Help/Contributions/ Involvement
Desired Outcomes	Faculty will individually identify specific areas of instructional activities where support/assistance would be desirable.	Faculty will see how their identified needs will be addressed by proposed instructional improvement program.	Faculty will become actively involved in making decisions about the design and implementation of the and instructional improvement program.
Possible Activities	*Departmental discussion groups focusing on articulating needs *Inter-departmental discussion groups focusing on articulating needs *Faculty individually complete "Instructional Improvement Planning Guide" --a professional life-planning guide focusing on instructional improvement	*Presentations at faculty meetings concerning proposed activities *Written description of proposed program is circulated *Faculty individually respond to a checklist of possible services with opportunity to rank, prioritize and weight components	*Faculty are asked to serve on committees/task forces to plan specific program components *Faculty are asked to serve on advising or policy-making council *Faculty are asked to prepare position paper on specific aspects of instructional improvement *Existing committees and governing bodies are asked for advice and comment

OUTCOMES/ACTIVITIES TABLE III

Obtaining Commitment

	Evaluate Professional and Institutional Needs and Priorities	Complete Cost-Benefit Analysis	Articulate Attitudes Feelings, Opinions	Respond to Support and Resistances
Desired Outcomes	Faculty will integrate the proposed instructional improvement program into their professional activities and the life of the institution.	Faculty will see the proposed instructional improvement program in terms of a favorable cost-benefit ratio.	Faculty will have an opportunity to articulate their attitudes, feelings, and opinions concerning the proposed instructional improvement program.	Faculty will acknowledge that their suggestions, comments and objections have been heard.
Possible Activities	*Working individually and in groups, faculty will review and evaluate the proposed instructional improvement program in the context of responses to faculty survey and existing institutional goals, objectives, needs, programs, and priorities.	*A faculty administrative task force will complete a cost-benefit analysis of each proposed program component, considerations. The final report summarizing the analysis will be distributed campus-wide.	*A series of hearings conducted over a week *Open discussion meetings *Small group discussions with final reports *Departmental task-forces will meet and prepare final reports.	*A report from the planning group to the faculty at a meeting and in writing *Individual letters to responses *Report summarizing responses is published and widely circulated

4) those most closely associated with the program must ask the faculty, administrators, and others who will be affected by the program to actively participate in the planning and implementation of the program

5) those initially involved in the development of the program must follow up on the commitments made by the faculty, administrators, and others who will be affected by the program to sustain their involvement in program implementation.

Outcomes/Activities Table IV: Prompting Action summarizes the desired outcomes for each of these five steps and identifies possible activities which can be undertaken to achieve the desired outcomes. The selection of appropriate activities to prompt action on your campus will be a function of the characteristics of your proposed program.

In addition to the timetable for program implementation, a separate timetable detailing the activities which constitute the implementation strategy must be planned in advance by the initiating group. In preparation for the next stage of the implementation process, detailed plans for program implementation must be laid.

Program Implementation

Program implementation, the second of the three implementation states, means securing and sustaining an institutional commitment to the development and implementation of an instructional improvement program.

In undertaking the task of program implementation, there are a number of management functions which must be given consideration.

Organizational issues which should be considered include: (a) planning, (b) staffing, (c) organizing, (d) coordinating, (e) controlling, and (f) problem-solving.

Supervisory issues include: (a) assigning work, (b) following up, (c) securing feedback, (d) measuring performance, (e) assessing performance, and (f) providing feedback.

Financial issues include: (a) preparing program budgets, (b) supervising financial management, (c) conducting periodic budget reviews, and (d) effective budget adjustments.

Communication issues include: (a) communicating with staff, (b) conducting correspondence, (c) making presentations to others, and (d) preparing reports.

In program implementation, all of the above issues must be given careful consideration if the effort is to be successful.

OUTCOMES/ACTIVITIES TABLE IV

Prompting Action

	rticulate Specific Decisions to be ade and Activities to be Undertaken	Spell Out Timetable	Ask for Decision	Ask for Commitment to Action	Follow-Up On Commitment
Desired Outcomes	aculty will know what decisions are to be made and what actions will be taken as a consequence of each decision.	Faculty will know the timetable to be followed in implementing various components of the institutional improvement program.	Faculty will participate in the decision to implement the institutional improvement program.	Faculty will participate in the planning and implementation of the instructional improvement program.	Faculty will recognize that their involvement and commitment is necessary to the success of the program.
Possible Activities	*Publish motions to be considered by decision-making groups prior to meeting *Publish and distribute planning documents with program details *Describe decisions and actions at open meetings	*Publish and distribute project timetable *Discuss timetable at open meeting *Review the timetable at departmental meetings	*Submit decisions to appropriate governing body for action *Poll entire faculty formally *Refer decisions to special task-force *Establish and consult with advisory groups	*Ask for volunteers for task-forces, committees, advisory bodies, etc., to implement program *Seek nominees and applications for paid staff positions *Refer action to appropriate standing committees	*Appoint committee memberships promptly and commence work. *Publish working papers and committee reports *Prepare six-month interim report and circulate widely

Another way of looking at the issue of program implementation is summarized in the following Program Implementation Cycle. Although the diagram implies a chairman/task-force structure for implementing major components of the instructional improvement program, a number of alternate staffing patterns can be substituted into the Program Implementation Cycle without disturbing its integrity or the implications for measurement and review of performance.

If the proposed instructional improvement program lends itself to identification of discrete components, a separate Program Implementation Cycle can be developed for each component. At the same time that the strategies for program implementation are being considered, strategies for involving the faculty in the program must be considered.

Involvement in Instructional Improvement

Program involvement, the third of the three implementation stages, means securing and sustaining commitment to participation in the instructional improvement program. When viewed from the perspective of its impact on the individual faculty member, program involvement -- that is, securing an individual commitment for participation -- involves essentially the same four phases as did program adoption: 1) creating awareness, 2) stimulating involvement, 3) obtaining commitment, and 4) prompting action.

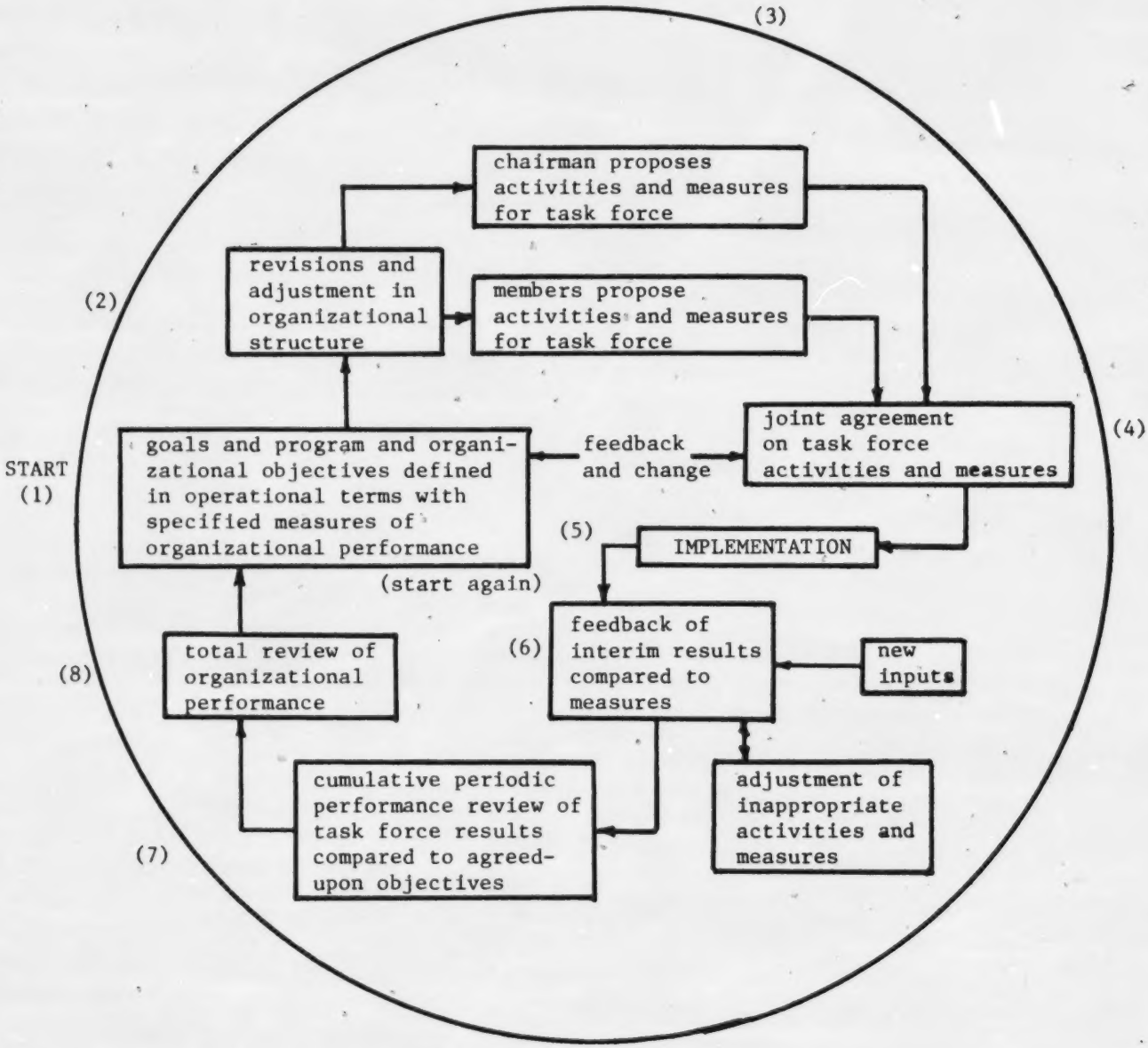
If you adopt the perspective of an individual decision resulting in individual involvement in the program, a review of the four Outcomes/Activities Tables discussed under the heading "Selecting Implementation Strategies" will provide a framework for conceptualizing the desired outcomes and identifying specific activities which may be appropriate to secure individual faculty involvement in the instructional improvement program.

To successfully deal with resistance to change, it must be recognized that this resistance is usually firmly entrenched and lies at both the rational and the emotional levels for both organizations and individuals.

Perhaps the most helpful way to consider dealing with resistance to change is to conduct a "force field" analysis -- to identify those "restraining" forces which will work against the adoption of the innovation, and to identify those "driving" forces which will support the innovation. Having identified the various forces involved in the system, the task is then to minimize the restraining forces and accentuate the driving forces in support of the adoption of the innovation.

It is helpful to remember that people change because the change is rewarding to them personally, to their group, or to their institution -- the processes leading to the adoption of an innovation must demonstrate that the innovation has pay-off value to all parties concerned. The "cost-benefit" analysis must always be positive or the innovation will be rejected.

PROGRAM IMPLEMENTATION CYCLE


(3)
chairman proposes activities and measures for task force
revisions and adjustment in organizational structure
members propose activities and measures for task force
(2)
START
(1)
goals and program and organizational objectives defined in operational terms with specified measures of organizational performance
feedback and change
joint agreement on task force activities and measures
(4)
(5)
IMPLEMENTATION
(start again)
(6)
feedback of interim results compared to measures
new inputs
(8)
total review of organizational performance
cumulative periodic performance review of task force results compared to agreed-upon objectives
(7)
adjustment of inappropriate activities and measures

Coincidentally with your consideration of the three implementation stages, you will want to begin to consider strategies for evaluating the instructional improvement program.

Program Evaluation

As implied in the Instructional Improvement Program Development Cycle and reiterated in the Program Implementation Cycle, on-going evaluation should be considered an integral component of your effort.

The Program Evaluation Matrix which follows may serve as a useful guide to you in developing your program evaluation strategies. The matrix summarizes three dimensions for which the measures identified in the program implementation cycle may be appropriate:

1) the various groups upon whom the program has an impact

2) the measures used to evaluate the program

3) the purposes for which the evaluation is conducted

Remember that evaluation for management purposes -- that is, in the synetics sense -- may be very different from the evaluation conducted for purposes of accountability and reporting to others.

As noted in the Instructional Improvement Program Development Cycle, program evaluation will feed back and impact upon the goals and the program and organizational objectives, and must be interpreted in the context of the characteristics of your institution.

PROGRAM EVALUATION MATRIX

As Measured By . . .	Program Impact Upon . . .									
	Faculty		Students		Administrators		Governing Board		Other Interests	
	Mgt.[1]	Acct.[2]	Mgt.	Acct.	Mgt.	Acct.	Mgt.	Acct.	Mgt.	Acct.
External Measures										
Self-report										
Expert Review										
Observation										
Other										

[1]Management - evaluation for program monitoring and improvement

[2]Accountability - evaluation for purposes of reporting to others

Rational for Program Planning Activities

"Why should we bother to plan?"

"Why don't we just give more money to the same faculty members we gave it to last year?"

"We don't have enough money to spend to make planning worthwhile."

"Planning's a waste of time . . , let's just divide the money up among the departments and let them worry about it."

Statements like those have plagued educational institutions for the past decade. But the fact is that these sentiments can no longer be accepted. All educational programs are under new pressures which means that more attention must be paid to the planning function. More effective planning will help institutions supporting instructional improvement to be more responsive to their various constituencies.

From a bewildering array of sometimes competing voices come new pressures to which colleges and universities must be responsible. Increasingly, these institutions experience needs which justify better planning for four reasons:

1. The need for more diverse input -- "Has everyone had their say?"

2. The need for better insight into program design and implementation -- a better understanding of what business calls "the production functions" -- "What do we get and how much does it cost?"

3. The need to optimize limited resources -- "How do we get the most for our money?"

4. The need to respond to an increasing demand for greater accountability -- which means program budgeting and accounting -- "What have we accomplished, did we meet our objectives, and how much did it ACTUALLY cost?"

All of these forces together create an environment in which many instructional improvement programs must undertake new and more sophisticated planning efforts.

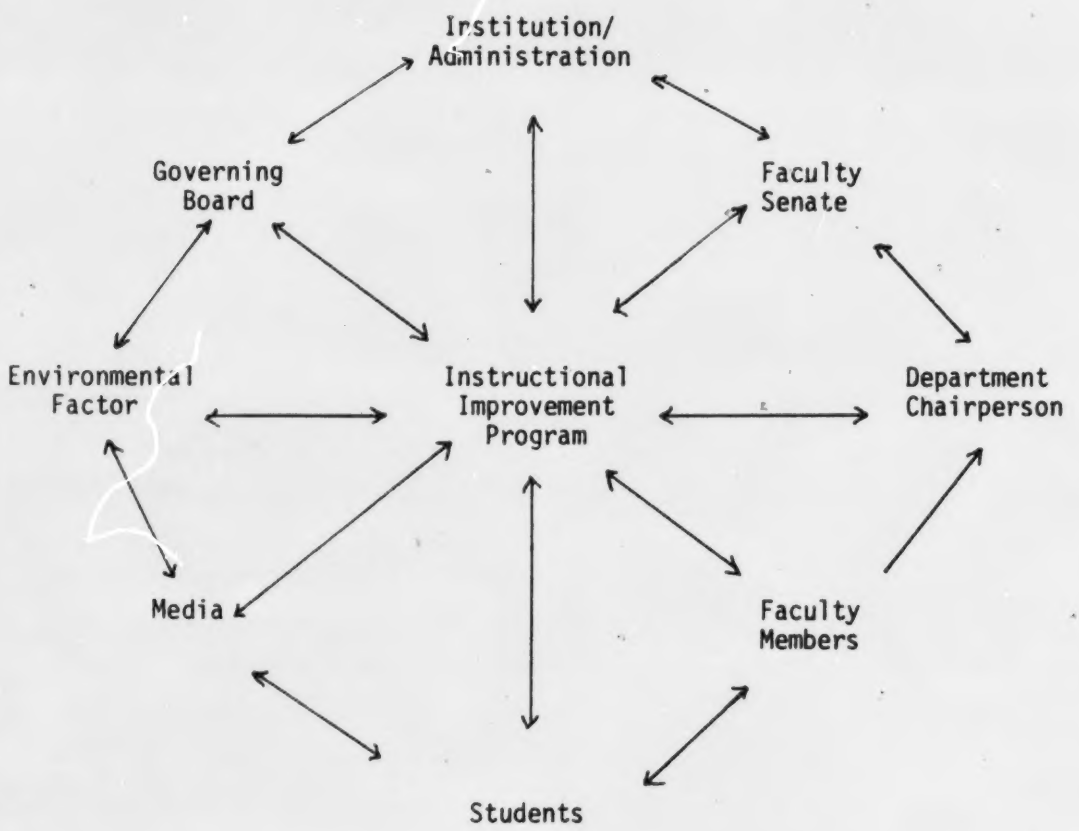
Three Additional Models for Planning

There is no one, correct way to plan instructional improvement programs. In a very few words, we would like to describe three additional models. How each model might be implemented would be primarily a function of the characteristics of both the instructional improvement program and the institution.

It should be noted that successful planning activities -- like successful program activities -- require the expenditure of resources of both time and money. Any institution that undertakes planning activities must be prepared to make a substantial commitment.

Model A: Interactive Planning

The forces impinging upon an instructional improvement program could be summarized by the following diagram:



MODEL A: INTERACTIVE PLANNING

One of the most effective techniques for implementing interactive planning in an undertaking as complex and large as a college or university is a strategy known as the "charrette" process.

The charrette interactive planning process (which is based on an architectural planning technique developed by the Educational Facilities Laboratory) calls for the convening of a four-day planning conference which involves representatives from each segment of the population to which the instructional improvement program must be responsive. The participants are involved in a series of workshops whose recommendations are fed to a team of planners who translate the recommendations into program components to be implemented as part of the instructional improvement program.

The first step is to develop the outlines of a program which is responsive to all of the elements in the institution by the end of the first day. These program components go back to the workshops for further consideration with a second approximation of the instructional improvement program generated by the planners at the end of the second day. The "second generation" plan is massaged by the conference participants on the third day, followed by further revisions and refinements by the planners during the third day. The final plan then goes to institutional officials on the fourth day for final review and approval. The obvious advantage to this approach is that a great deal of consensus building occurs. Substantial support can be developed for the program, since all of those to be affected by it have an opportunity to contribute to its creation.

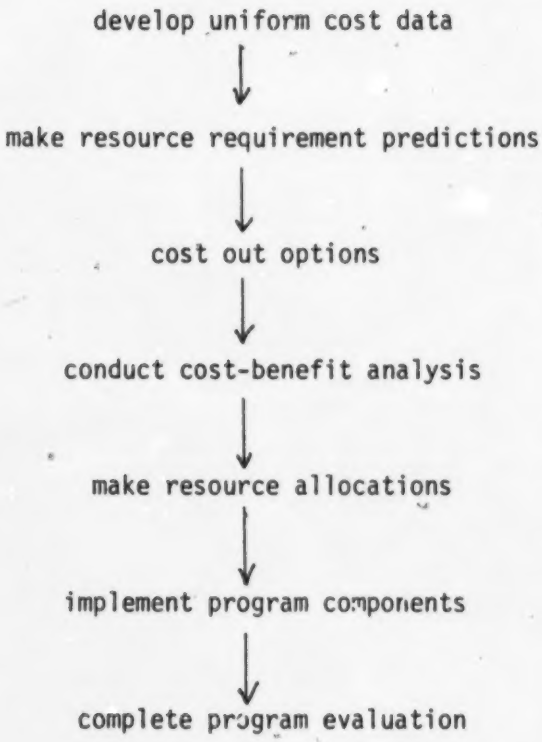
Model B: Financial Productivity

The second planning model which might be considered is a strategy which looks primarily at program costs. This data-based approach has found wide acceptability in larger institutions of higher education. There is a wealth of planning tools and procedures available to support the implementation of this strategy, with the primary resource being the work conducted at the National Center for Higher Education Management Systems.

The financial productivity model is essentially a linear, data-based approach, as illustrated on page 30.

The key to the implementation of the financial productivity model lies in the development of accurate historical program cost information, and the careful application of program cost simulation models to guide the planners in making appropriate decisions.

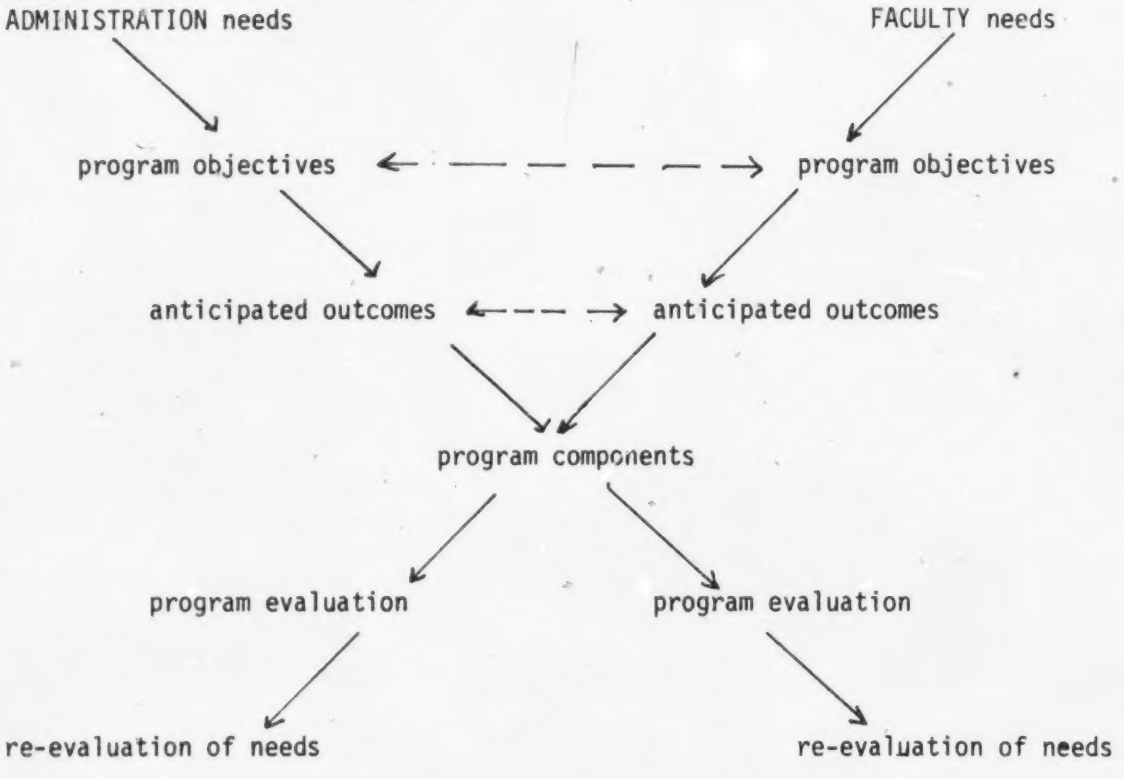
Since this approach depends upon the availability of good historical information, it must be implemented in a college or university where on-going program evaluation has been an integral part of that institution's activities.



MODEL B: FINANCIAL PRODUCTIVITY

Model C: Dual Needs Assessment

A third planning model focuses on the two constituencies often served by an instructional improvement program: the administration and the faculty. The Dual Needs Assessment model is illustrated below:



MODEL C: DUAL NEEDS ASSESSMENT

This strategy, which relies heavily upon survey research, is a strategy which seeks to maximize program activities to the benefit of both the administration and the faculty. It is based on a careful needs assessment conducted simultaneously -- but separately -- with both groups. Using standard social science survey techniques, faculty interests are surveyed and evaluated to gauge the breadth and depth of their interest in instructional improvement.

At the same time, the administrations are surveyed to ascertain those needs which the program might most effectively address. The planning process then becomes one of trying to maximize benefits to both groups. The planning process then becomes one of trying to maximize benefits to both groups. It will probably be necessary to convene a pair of advisory groups (one representing each constituency) during the program design phase of this model.

It is important to note that each program component will be subjected to a dual evaluation: How well did it meet the needs of the faculty? How well did it meet the needs of the administration?

Behind each of these brief descriptions of three additional planning models lies a three-foot stack of books, manuals, articles, and charts necessary to fully understand and implement these procedures and techniques. The process of elaborating these various models and matching them with institutional and program characteristics would be the first task for someone about to undertake a major planning effort.

Matching the Planning Model to the Instructional Improvement Program

Each of these various models has certain characteristics about it which will make certain program factors critically important in selecting an appropriate planning technique.

For Model A: Interactive Planning, the following program characteristics might merit consideration:

1. Is the program operating in a fairly complex environment?

2. Does the program have the capacity and the resources to conduct a four-day charrette?

3. Does the program have access to a number of faculty development professionals who can serve as the planning team for the charrette?

For Model B: Financial Productivity, the following program characteristics might merit consideration:

1. Is the program feeling substantial pressures for program accountability?

2. Is substantial historical program data available, including program evaluation?

3. Is there an inclination toward developing a data-based approach to instructional improvement at the institutional level?

For Model C: Dual Needs Assessment, the following program characteristics might merit consideration:

1. Is there a mandate to serve both administration and faculty?

2. Is there an inclination to applying social sciences research to instructional improvement?

3. Is there a willingness to tie program design to the development of measureable objectives?

Above all else, those responsible for the instructional improvement program must WANT to be involved in planning for such efforts to have any significant effect.

Summary

The process of implementing an instructional improvement program can be an exciting and challenging experience. The key assumption of this paper is that the selection of appropriate implementation strategies is primarily a function of the major characteristics of the instructional improvement program to be implemented. The various checklists, tables, andmatrices included in this paper are intended to illustrate the cyclical nature of the process of program development and implementation, to suggest a logical sequence for considering these various components, and to provide a rationale for organizing your approach to the implementation of an instructional improvement program. We hope that these concepts will be useful to you; we would welcome the opportunity to correspond with you about your experience at your institution.